

2020-2021 Elementary “School Strategic Success Plan” Data, Goals, and Priorities

Date: July 20, 2020

School: Georgetown Elementary School

Principal: Neil Stong



School Mission:

The staff of Georgetown Elementary School is committed to providing students with the academic and behavior skills needed to help them meet their current and life-long goals. It is our mission to prepare our students to become successful, contributing members of society. It is also our purpose to increase student learning and help all students reach their fullest potential.

IRSD Priorities:

1. Engage and inform families, schools, communities and other agencies
2. Safe and healthy environments, conducive to learning
3. Equitable access to excellent educators
4. Rigorous standards, instruction, and assessments
5. High quality early learning opportunities
6. Responsible fiscal management

School Demographics: *(Data from DOE School Profile/School Report Card (includes HTE students that appear in GE unit count))*

Free/Reduced %	67.6%	School Grade Span:	PK	to	5
Ethnic/Racial Breakdown					
White	29.29%	School Enrollment	990		
African American	12.42%	IEP Students	20.61% (204)		
Hispanic	55.35%	LEP Students	47.58% (471)		
Asian/Pacific Islander	0.40%	Highly Qualified Teachers	100%		
American Indian	0.20%	Daily Attendance	92.49%		
Multi-Racial	2.32%	Graduation Rate	NA		

SMARTER Summative Scores... Percent of students who meet "Proficiency"														
Grade	ELA/Literacy				Mathematics				Science			Social Studies		
	% Prof. 18-19	% Prof. 19-20	Target 2021	% Prof. Spring 20-21	% Prof. 18-19	% Prof. 19-20	Target 2021	% Prof. Spring 20-21	% Prof. 18-19	Target 2021	% Prof. Spring 20-21	% Prof.	Target	% Prof. Spring
3rd	46	n/a	48		49	n/a	51							
4th	44	n/a	46		59	n/a	61							
5th	57	n/a	50		46	n/a	53		n/a					
SMARTER Summative Scores... Percent of students who score "Advanced" PL4 on DeSSA														
Grade	ELA/Literacy				Mathematics				Science			Social Studies		
	% Adv. 18-19	% Adv. 19-20	Target 2021	% Adv. Spring 20-21	% Adv. 18-19	% Adv. 19-20	Target 2021	% Adv. Spring 20-21	% Adv. 18-19	Target 2021	% Adv. Spring 20-21	% Adv. 18-19	Target 2021	% Adv. Spring 20-21
3rd	19	n/a	19		14	n/a	14							
4th	17	n/a	17		29	n/a	29							
5th	13	n/a	21		23	n/a	16		n/a					
SMARTER Summative Disaggregated Data... Percent of students who meet "Proficiency"														
	ELA/Literacy				Mathematics				Science			Social Studies		
	% Prof. 18-19	% Prof. 19-20	Target 2021	% Prof. Spring 20-21	% Prof. 18-19	% Prof. 19-20	Target 2021	% Prof. Spring 20-21	% Prof. 18-19	Target 2021	% Prof. Spring 20-21	% Prof. 18-19	Target 2021	% Prof. Spring 20-21
African Am.- 3 rd	25	n/a	27		29	n/a	31							
African Am.- 4 th	33	n/a	35		39	n/a	41							
African Am.- 5 th	46	n/a	30		32	n/a	31		n/a					
Hispanic- 3 rd	38	n/a	40		47	n/a	49							
Hispanic- 4 th	38	n/a	40		59	n/a	61							
Hispanic- 5 th	54	n/a	40		42	n/a	49		n/a					
Caucasian- 3 rd	65	n/a	67		63	n/a	65							

Caucasian-4th	54	n/a	56		65	n/a	67							
Caucasian-5th	70	n/a	67		65	n/a	65		n/a					
ELL -3 rd	37	n/a	39		45	n/a	47							
ELL -4 th	27	n/a	29		51	n/a	53							
ELL -5 th	37	n/a	39		21	n/a	47		n/a					
Special Ed.-3 rd	46	n/a	48		49	n/a	51							
Special Ed.-4 th	44	n/a	46		59	n/a	61							
Special Ed.-5 th	57	n/a	48		46	n/a	50		n/a					
Low Income-3 rd	45	n/a	47		48	n/a	50							
Low Income-4 th	44	n/a	46		58	n/a	60							
Low Income-5 th	57	n/a	47		46	n/a	50		n/a					

Observations about the correlation among Smarter, DeSSA, School or District Common Assessments, and Student Grades, please write your response below (Spring 2021):

Needs Assessment and Plan for Addressing:

Please identify each specific need you will need to address for the 2020-2021 school year, and then provide the following:

- The Priority Area you will be focusing on in addressing each need;
- The Root Cause for your school's need;
- The Major Activities your school will engage in to address the need, including but not limited to, professional learning; and,
- If there is a cost to your Title I budget in order to address each Action Step.

Specific Needs to be Addressed for 2020-2021 School Year	Addresses Priority #	Root Cause for Need	Major Action Steps, including Professional Learning, to Address Need	Title I Budget Designation (if applicable)
<p><i>Example:</i> To improve overall student achievement through the use of research-based instructional strategies and curricular alignment to the Delaware State Standards.</p>	1, 3, 4, 5	<p>Limited growth and stagnant proficiency scores for the last three years on the SBAC</p>	<p>Parent Night to kick off school-wide focus on literacy through the One School, One Book Initiative</p>	<p>Parent Engagement</p>
			<p>One School, One Book Initiative—novels for all students and staff</p>	<p>Materials and Supplies</p>
			<p>Teacher Leaders to plan literacy activities for OSOB</p>	<p>Salaries and OECs</p>
			<p>Planning of curricular learning tasks and assessments; and benchmarking of student work during PLCs</p>	<p>N/A</p>
			<p>Ongoing professional learning in Learning Focused during staff meetings, PLCs</p>	<p>N/A</p>
<p><i>Example:</i> To conduct consistent and pervasive data analysis to inform student interventions and target high needs populations</p>	3.4	<p>Low achievement in all cells</p>	<p>Grade-level and team data analysis in PLCs for instructional planning and intervention grouping</p>	<p>N/A</p>
			<p>Providing laptops for teaches to have access to data and instructional materials during PLCs, instructional and intervention time</p>	<p>Technology</p>
<p>Class size reduction to better meet the academic and SEL needs of students</p>	3,4	<p>Continued growth in community</p> <p>Increased SEL needs due to extended COVID-19 closure of schools</p>	<p>Hire 5 classroom teachers beyond state-unit count</p>	<p>Salaries and OECs</p>
<p>To increase student engagement in the learning process by creating and supporting a safe, healthy climate and culture.</p>	1,2,4,5	<p>Increase in students seen for mental health services</p>	<p>Responsive Classroom training and coaching - books purchased for all teachers; 6 staff members (4 teachers and 2 administrators) attend 4-day Training Institute</p>	<p>Training and materials Stipends &OECs</p>
			<p>Monthly Responsive Classroom Book Talk in grade-level PLCs with administrator</p>	<p>N/A</p>

			<p>Student Focus Group meeting monthly with administration to develop Responsive Classroom culture (Lunch Bunch)</p> <p>Family engagement night with the One School, One Book Initiative</p> <p>One School, One Book Initiative—novels for all students and staff</p> <p>Donuts with Grownups family engagement activity</p> <p>Teacher Leaders to plan literacy activities for OSOB</p> <p>Provide (2) coaches for Robotics Club</p> <p>Partner with La Esperanza in providing families with information and support in gaining internet access</p> <p>Counseling/supportive services provided for students that display emotional, behavioral, social, and academic struggles, with parental permission</p>	<p>N/A</p> <p>Materials and Supplies (P.E. Budget)</p> <p>Materials and Supplies</p> <p>Materials and Supplies (P.E. Budget)</p> <p>N/A</p> <p>Stipends & OECs</p> <p>N/A</p> <p>N/A</p>
To conduct consistent and pervasive data analysis to inform student interventions and target high needs populations	3,4	Interrupted achievement growth due to COVID-19 closure	<p>Ongoing professional learning in Learning Focused during staff meetings, PLCs</p> <p>Grade-level and team data analysis in PLCs for instructional planning and intervention grouping</p> <p>Grade-level and team data analysis on Grade-level planning days (2)</p> <p>TISS meetings with staff for instructional planning and intervention grouping</p> <p>Purchase of mClass (from Amplify) for 2021-22 school year</p> <p>EL Coordinator Summer Planning Days to review ACCESS score and plan for upcoming PD for teachers regarding the scores.</p> <p>School Improvement Team Summer Planning Days to review the SSP, Budget and plan for ways to support staff throughout the upcoming school year</p> <p>Technology purchased for classroom teachers and students</p>	<p>N/A</p> <p>N/A</p> <p>Substitutes & OECs</p> <p>N/A</p> <p>Technology</p> <p>Stipends & OECs</p> <p>Stipends & OECs</p> <p>Technology</p>
To improve overall student achievement through the	3,4		Professional development training for classroom teachers and support staff in best-practices to meet the needs of EL students,	N/A

use of research-based instructional strategies and curricular alignment to the Delaware State Standards.		including Newcomer students during PLC meetings and work-day coaching sessions.	
		Planning of curricular learning tasks and assessments; and benchmarking of student work during PLCs	N/A
		Ongoing professional learning in Learning Focused during staff meetings, PLCs, and grade level planning	N/A
		Training in guided reading using BA resources for select staff to implement push-in support during daily guided reading groups at student's reading level.	N/A

Planning Team	
Name of Team Member	Position/Representation
Neil Stong	Principal
Jessica Jackson, Beth Illian	Assistant Principal(s)
Tonya Schaffer	Parent
Lou Allman, Jan Turansky	Special Education Coordinator(s)
Amy Pepper	Reading Teacher/Parent
Susan Humphrey	ESL Teacher/Coordinator
Joan Glasco	ESL Teacher/Parent
Victoria Ksebe	ESL Teacher
Jamie Johnson	Teacher
Jennifer Kruger	Teacher
Dickie Messick	Teacher
Laura Nutto	Teacher
Emily Nock	Teacher
Danielle Peden	Teacher
Amber Riniker	Teacher

School-wide Planning Information: (Briefly describe the process the leadership/planning team used to develop this School Strategic Success Plan.)

The schoolwide planning team met on July 22, 2020 to plan activities in three areas for the upcoming school year. These areas are: Student/Staff Climate, Instructional Support Initiatives and Professional Learning. DeSSA data from 2018-2019 was shared and discussed. The School Success Plan from 2019-2020 was reviewed. The discussion focused on ELL and special education results as well as the academic growth of special education , African American and Hispanic students made in the spring of 2019. Additionally, the team discussed the need to continue having teachers trained in Responsive Classroom to support the needs of students in our building and provide ongoing professional development/ support to classroom teachers on best-practice (sheltered instruction) tools to meet the needs of our students, including EL and Newcomer students.

Briefly Describe the Specific Activities Your School Will Do to Meet the Following State and District Priorities:

1. Engaged and informed families, schools, communities and other agencies

- a. Information to Parents: Topics such as Delaware’s academic content standards, the District’s content standard aligned curriculum, state and local academic assessments, student progress, helping parents work with their children to improve their children’s achievement (literacy and mathematics training, technology, etc. or other topics as parents may request) will be addressed through the following activities:
 - i. Open House – September 3, 2020
 - ii. Family Night (One School, One Book) – TBD
 - iii. Donuts with Grown-ups – February 2021
 - iv. Parent/Teacher conferences, 504, IEP and IST meetings
 - v. Quarterly newsletters with information on academics, behavioral incentive programs and special events
 - vi. Academic/Behavior Incentive & Award ceremonies attended by parents/families (Knight Assemblies)
 - vii. Online tutorials on accessing digital platforms.
- b. Parent Communication: Full participation and involvement will be encouraged through regular communication and accommodations provided to families through the use of the following:
 - i. Translators for Parent/Teachers conferences, Family Literacy and Math Nights, Donuts with Grown-ups, IEP, 504, IST meetings and Open House events.
 - ii. Newsletters, invitations to school events, and Alert Now calls will be translated into Spanish
 - iii. Phone calls to Spanish-speaking families will be completed in Spanish. These will include information regarding academics, attendance, behavior and social/emotional topics.
 - iv. Remote communication methods (ex: ZOOM meetings) will be utilized during the school year if school activities are required to be completed in a virtual setting.

- c. Title I Planning Committee: During the summer and fall of 2020 as well as the spring of 2021, Georgetown Elementary School's Title I Planning Committee will evaluate the effectiveness of the school's Parent Involvement Policy. The evaluation of the school's current policy will include parent feedback and PTO participation.
- d. Parent Involvement Policy: Georgetown Elementary's Parent Involvement Policy and the School-Parent Compact will be distributed to parents at the beginning of each school year and will be available on the school's website.
- e. School/ Community Partnerships: Georgetown Elementary will partner with La Casita, First State Community Action, Georgetown Boys' and Girls' Club, Georgetown/Millsboro Rotary Club, Girl Scouts of America, Georgetown Kiwanis Club, Georgetown Fire Department, Sussex County Administration, Delaware Food Bank, La Esperanza and Delaware Technical and Community College.
- f. Robotics: Robotics After School Program provided to give students the opportunity to explore computer programming and robot design. Students can establish science, technology, engineering, and math concepts, as they work to build their team-building skills and complete fun challenges.

2. Safe and healthy environments, conducive to learning

- a. Responsive Classroom: Professional development training for a cohort of ten staff members (8 classroom teachers, 2 administrators) during 2021-2022 school year. Provide staff coaching and training through a year-long book study. The cohort of teachers will:
 - i. Engage in four-day Responsive Classroom training (10 staff members)
 - ii. Work with colleagues during PLCs and faculty meetings to share out Responsive Classroom philosophy and best classroom practice.
 - iii. Engage in a year-long book study to provide training and coaching during PLCs and faculty meetings with an administrator.
- b. Responsive Classroom: Student Focus Group meetings with a cohort of students throughout the school year.
 - i. Engage in monthly meetings with administration to develop Responsive Classroom culture.
- c. Counseling/Supportive services: Provide student support and services, such as: individual counseling; small group peer support; push-in classroom support, social skills classroom presentations, and crisis intervention/assessments. Students that display emotional, behavioral, social, and academic struggles are candidates to receive counseling support with parental permission in aiding student's future progress with successful goals through-out the school year. Family outreach support may include assistance with parenting tips and skills, educational resources and training, and/or family counseling. These services are provided on-site at the school and/or tele-therapy. Bi-lingual services in Spanish are also available.
 - i. Students who are referred to SOS counselors must have an approved medical insurance such as Medicaid, BCBS, etc for billing purposes. Students who do not have medical insurance will be seen by the counselors and/or licensed therapist employed by the school district.

3. Equitable access to excellent educators

- a. EL and Newcomer strategy/SIOP support: Professional development training for classroom teachers and support staff by certified EL teachers and district coaches who will provide education and training/coaching in best-practice (sheltered instruction) tools to meet the needs of EL students, including Newcomer students. These activities will take place during PLC meetings and work-day coaching sessions. The EL certified teachers and district coach will have the following responsibilities in working with non-EL certified teachers:
 - i. Provide staff training on sheltered instruction and Newcomer approaches during PLC as well as during the school day at various times during the year. This will require substitutes to cover for teachers.
 - ii. Work with School Improvement Team members to develop protocols for implementing sheltered instruction strategies and interventions focusing on student achievement and learning outcomes.
 - iii. Work in PLC and with teachers one on one as follow-up for training.
 - iv. Model lessons for non-EL certified teachers.
- b. LF Strategy- Planning and lesson delivery: Monthly Faculty Meetings will be pre-planned and designated by the IRSD DOI to focus on progressive aspects of Learning Focused strategies and instructional planning and delivery. Sessions will be delivered by a cohort of LF trained administrators and teachers with support from IRSD DOI members.

4. Rigorous standards, instruction, and assessments

- a. EL push-in: EL students will receive direct support from the three certified teachers who will provide interventions in support of classroom learning. These staff members will provide supports in the regular classroom setting and will consist of:
 - i. Providing push-in support during small group literacy block or math time:
 - 1. Small group and one-to-one instruction based on input from the classroom teacher and data (MTSS, classroom assessments, WIDA, etc.)
 - 2. Consistent use of appropriate Benchmark Advanced curricular and supplementary materials (Benchmark “Advance ALL” leveled readers) that correspond with classroom teacher’s planned lesson
- b. Learning Focused: Monthly Faculty Meetings will be pre-planned and designated by the IRSD DOI to focus on progressive aspects of Learning Focused strategies and instructional planning and delivery. Sessions will be delivered by a cohort of LF trained administrators and teachers with support from IRSD DOI members.
- c. Literacy Development and Instruction: Teachers will receive support in research-based approaches to enhancing literacy instruction and tiered systems of intervention through participation in AIR/DELI Literacy/MTSS Institute professional learning sessions as well as year-long, job-embedded coaching with the AIR/DELI coach. Additionally, IREC DOI will support professional learning around literacy in PLC and job-embedded coaching opportunities.

- i. Providing planning and collaboration time for research-based approaches to enhancing instruction and tiered systems of intervention with teachers
- d. mClass (Amplify): Teachers will receive an mClass account to use the assessment and instructional platform for early literacy to quickly identify student needs and develop targeted instruction. Teachers will receive PD and support on using this platform.

5. High quality early learning opportunities (only elementary schools)

- a. One School One Book: School-wide focus on literacy through the One School, One Book Initiative.
 - i. Students and staff will engage in literacy activities through the One School, One Book initiative while reading a novel that will be provided.
 - ii. Teacher Leaders will plan literacy activities for the One School, One Book initiative.
- b. Child Find: Georgetown Elementary actively participates in Child Find programs that seek out students who will qualify for Pre-School.
- c. Learning Opportunities: Students are screened and those who demonstrate learning and/or developmental difficulties are further tested to determine eligibility. Teachers utilize technology resources (web-based programs, research and project-based learning) in grades 1-5. Students participate in field trips in and around the Georgetown community and across the state that adhere to state standards and support classroom learning.
- d. EL Teacher Training: EL focused training will be conducted throughout the 2020-2021 school year. All staff, including GE's Pre-K teacher and special education coordinators will participate. Training will impact instruction in the Pre-K program and students served.

6. Responsible fiscal management

- a. Title 1 Planning Committee: Parents will be invited to be a part of Georgetown Elementary School's Title I School and Family Involvement Planning Committee. All revisions of the budget that occur during the 2020-2021 school year will be presented to the Title I Planning Committee members in a timely manner.
- b. Technology: Technology purchased for classroom teachers and students to increase student engagement and conduct consistent and pervasive data analysis.